DOCUMENT RESUME

ED 029 319 CG 003 895

Project Upper Cumberland. Report For Budget Period Ending June 30, 1968.
Project Upper Cumberland, Livingston, Tenn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 30 Jun 68
Grant-OEG-3-7-703525-4491
Note-48p.
EDRS Price MF-$0.25 HC-$2.50
Descriptors-Elementary Grades, Emotional Development, *Professional Personnel, *Research, Secondary Grades, *Sensitivity Training, Statistical Data, Test Results

Elementary and secondary school educators (150) were involved in a sensitivity training program. A three week introductory period and intensive small group sensitivity experience was followed by bi-weekly meetings for a year and a final week-long session designed to synthesize the total program. The Personal Orientation Inventory was administered three times during the period. Results of testing indicated generally progressive movement toward the national norms for self-actualizing people. Results of the Time Competent scale and the Inner Directed scale indicated a movement to more active involvement in living in the present, and in the acceptance of an independent, inner directed or self-directed approach to problems. A review of other scales supports the results described above. There was general positive and statistically significant improvement shown in the last two testings. Educators appeared more self acceptant, more flexible in application of values and freer to be one's self and make decisions and commitments not previously possible. This project is funded under provisions of the Title III Elementary and Secondary Education Act. (Author/JS)

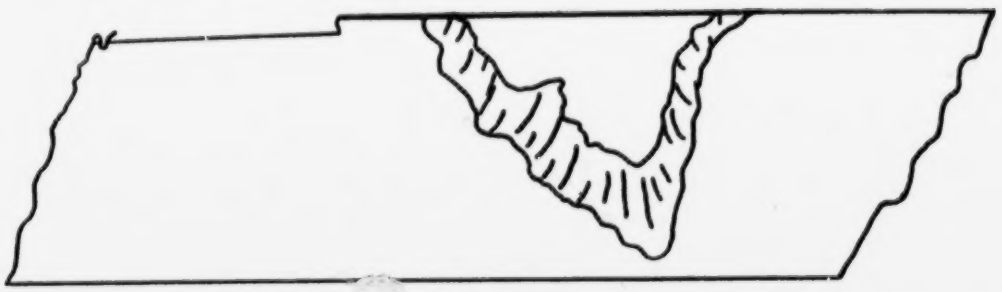
ED029319

Project

Upper Cumberland

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



Report For

Budget Period

Ending June 30, 1968

Title III, ESEA

CG 003895

PART II -- NARRATIVE REPORT

End of Budget Period Report

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10, as amended

Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget Period (month, day, year).

Project Upper Cumberland, P. O. Box 375, Livingston, Tenn., 38570
Project Number 67-03525-0. Grant Number OEG-3-7-703525-4491. Tennessee.
Budget Period July 1, 1967, through June 30, 1968. Period of grant June 26, 1967, through June 30, 1970.

I. (a) For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved. PACE project applicants are required to provide project evaluations. Please attach one copy of the results of this evaluation with supporting materials. Estimate the cost of the evaluation.

Project Upper Cumberland is composed of 19 school systems in 16 counties of Tennessee. It sponsors three component programs: sensitivity training for teachers; guidance and counseling in the lower grades; and cultural arts classes for children in grades 1-12. About 150 teachers from all participating systems annually take part in the sensitivity program. The guidance program is functioning in two schools in Cookeville, Tennessee, covering grades 1-9 and reaching approximately 1,400 students. The cultural arts program operates in three schools in Crossville, Tennessee, with approximately 3,000 students. Each of the three components has its own objectives. By programs, they are:

Sensitivity Training for Teachers

1. To provide a vehicle for region-wide in-service training for teachers and administrators.

2. To involve teachers and administrators in the identification of problems relating to pupil behavior and the development of solutions to overcome them.

3. To encourage teachers and administrators to reassess their attitudes concerning their professional responsibilities toward the student and to foster attitudinal change when the need is indicated.

Guidance Program

1. To provide a model program of guidance and counseling at the elementary and junior high level for emulation by other local educational agencies.

2. To promote research at the school level into pupil needs for curriculum development purposes.

3. To assist teachers and administrators in the more effective use of pupil data.

4. To provide children with greater opportunities to achieve insights into their abilities in relation to the world of work.

Cultural Arts Program

1. To provide a model program of instruction in music, art and drama from the elementary school through high school for emulation by other local educational agencies.

2. To provide children and adults with opportunities for creative expression.

Dr. John Flanders, director of the counseling center at Tennessee Technological University and an experienced psychologist, evaluated the in-service and guidance components. Three teams of specialists from TTU, the University of Tennessee, George Peabody College, Northwestern University and Nashville Metropolitan Schools visited the cultural arts program twice in 1967-68 for evaluative and consultative work.

Two principal instruments used in the sensitivity training evaluation were the Personal Orientation Inventory, designed to measure the degree of "self-actualization" obtained by a person, and the Minnesota Teacher Attitude Inventory, which measures those personal attitudes which make for successful teaching. Self-actualization has been defined as the degree to which one is realizing his potential for a full and rewarding life.

Evaluation of the cultural arts program was subjective, the teams of specialists contrasting impressions arising from inspection trips early in the school year against those resulting from visits near the end of the second semester.

In evaluating the guidance program, Dr. Flanders talked with counselors, principals and faculties in schools where the counselors were assigned, and studied data collected by the counselors as well as an opinion questionnaire completed by teachers in the affected Cookeville schools giving their impressions of the counseling program.

Evaluative reports on the three Project Upper Cumberland components for 1967-68 are given on the following pages. Total cost of the evaluation, including expenses for visiting teams, is estimated at $5,000.

Evaluators of Project Upper Cumberland
Component Programs, 1967-68

SENSITIVITY TRAINING FOR TEACHERS

Dr. John N. Flanders, director of the counseling center, Tennessee Technological University, Cookeville, Tennessee.

CULTURAL ARTS

Dr. James Wattenbarger, chairman, music department, Tennessee Technological University, Cookeville, Tennessee.

Mrs. Mary Wattenbarger, instructor in music, Tennessee Technological University, Cookeville, Tennessee.

Dr. Mary M. McIntyre, associate professor of theatrical arts, Northwestern University, Evanston, Illinois.

Dr. D. J. Irving, chairman, department of art, George Peabody College, Nashville, Tennessee.

James Gentry, art teacher, Metropolitan Nashville Schools, Nashville, Tennessee.

Miss Jean Coleman, art supervisor, Metropolitan Nashville Schools, Nashville, Tennessee.

Mrs. Reba Bacon, associate professor of art educator, Tennessee Technological University, Cookeville, Tennessee.

GUIDANCE AND COUNSELING

Dr. John Flanders, director of the counseling center, Tennessee Technological University, Cookeville, Tennessee.

Sensitivity Training for Teachers

PROJECT UPPER CUMBERLAND

A Humanistic Approach to Inservice Education
Test Results: Personal Orientation Inventory

One hundred fifty educators at the elementary and secondary school level were involved in a sensitivity training program that extended from July, 1967 to June, 1968. A three week introductory period and intensive small group sensitivity experience in July, 1967 was followed by meetings that were held almost bi-weekly throughout the year. At the close of the year ending June, 1968, another week-long small group sensitivity involvement was held to synthesize the total program.

The Personal Orientation Inventory, a measure of self-actualization, was administered to the educators at three different times during the program. Initial testing was completed during the orientation week prior to sensitivity training (7/17/67). The second administration came after sensitivity training and after the series of bi-weekly meetings (4/20/68). Final testing came after the final weekly sensitivity training session (6/7/68). Ninety educators (of the original group) completed the tests during all of the test administration and were included in the sample for this report. Figure I shows group results plotted graphically, with test dates indicated in the margins. Tables I, II and III show comparisons between means on the different testings. Statistically significant differences are noted where applicable. A .01 level of significance means that the difference between the variables (mean scores) represents actual differences rather than sampling or chance error in 99 out of a hundred cases. Most of the changes noted

are therefore highly significant from a statistical point of view.

Results of testing indicate generally progressive movement toward the national norms for self-actualizing people. Significant changes seemed apparent between both the first and second testings as well as between the second and third testing. The Time Competent scale and Inner Directed scale are the most representative of self-actualizing people and the purest scales of the measure in that they are the only scales that are independent of each other. The other scales overlap in that a single test item may be represented in more than one scale. Both the Time Competent and Inner Directed scales showed statistically significant improvement between first and second testings. The Time Competent scale showed statistically significant improvement between the second and third testing. The Inner Directed scale showed increased improvement, but failed to reach a statistically significant difference. Results of these two scales seems to indicate a movement to more active involvement in living in the present, and in the acceptance of an independent, inner directed or self-directed approach to problems. The educators seem, therefore, to accept themselves better and thus are willing to make decisions and to rely on their own judgment more than they had been able to do in the past.

A review of other scales in the test supports the results of the first two scales described above. There was general positive and statistically significant improvement shown in the last two testings (4/20/69 and 6/7/68. Scales measuring the flexibility in application of values and sensitivity to one's own needs and feelings seemed to show greatest improvement in the post-testing. The original testing revealed a high self regard which was probably the result of the forced choice nature of the test which may have provided less desirable pairings. At any rate,

after the program, the educators had almost reached the same peak, but as a more "real" indication of their feelings than during the original testing.

Summary: The educators scored within the average range of this test of self-actualizing values at the beginning of their special training program. Statistically significant improvement on many of the scales was apparent on both the second and third test administrations. Group performance was much closer to the national norms of the test measure of the final test administration. Educators appeared more self acceptant, more flexible in application of values and freer to be ones self and make decisions and commitments that had not been previously possible.

Earlier testing in the P.O.I. showed a fairly close relationship to the Minnesota Teacher Attitude Inventory, a measure of attitudes toward teaching, school administrators, and toward students. This measure (MTAI) was not re-administeered, but assuming a positive relationship to the P.O.I., the teachers should have improved greatly in these attitudes that seem important for the effective teachers. While actual improvement in teaching practice is difficult to evaluate, it would seem that such effectiveness would certainly be resultant from a positive change in teacher attitudes.

Submitted by John N. Flanders
July 5, 1968

Figure I

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME Title III ESEA (N=90) DATE TESTED

AGE SEX

OCCUPATION

I T_i - T_c (Time) Ratio:
Self-Actualizing Average: T_i: T_c = 1:4
Your Ratio: T_i: T_c = 1:

1									
1	2	3	4	5	6	7	8	9	10

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1:

1									
1	2	3	4	5	6	7	8	9	10

TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	VALUING: SELF-ACTUALIZING VALUE Holds values of self-actualizing people	VALUING: EXISTENTIALITY Flexible in application of values	FEELING: FEELING REACTIVITY Sensitive to own needs and feelings	FEELING: SPONTANEITY Freely expresses feelings behaviorally	SELF-PERCEPTION: SELF-REGARD Has high self worth	SELF-PERCEPTION: SELF-ACCEPTANCE Accepting of self in spite of weaknesses	SYNERGISTIC AWARENESS: NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGISTIC AWARENESS: SYNERGY Sees opposites of life as meaningfully related	INTERPERSONAL SENSITIVITY: ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	INTERPERSONAL SENSITIVITY: CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_c	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

ADULT NORMS

TIME INCOMPETENT Lives in the past or future	OTHER DIRECTED Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations

Standard Scores

6-7-63
4-20-63
2-17-67

Raw Scores

COPYRIGHT © 1963, 1965 by EDUCATIONAL & INDUSTRIAL TESTING SERVICE, SAN DIEGO, CALIFORNIA 92107

Table I

Means, Mean Differences and Z Statistics
For
First and Second Test Administrations (N=90)

	$\bar{X}$ (7-17-67)	$\bar{Y}$ (4-20-68)	Mean Difference	Z Score
Time Competent	15.410	16.200	0.788	3.190**
Inner-Directed	76.488	80.666	3.955	4.615**
Self-Actualizing Value	19.233	19.200	-0.033	-0.0041
Existentiality	16.700	18.888	2.188	5.349**
Feling Reactivity	13.455	14.444	0.967	3.050**
Spontaneity	10.144	11.077	0.933	4.057**
Self-Regard	12.066	11.744	-0.322	-1.586
Self-Acceptance	14.922	15.800	0.878	2.769
Nature of Man, Constructive	12.077	12.100	0.022	0.092
Synergy	06.744	07.044	0.300	2.041*
Acceptance of Aggression	14.422	15.155	0.733	2.452*
Capacity for Intimate Contact	15.866	17.377	1.511	4.019**

*.05 level of confidence (1.96)
**.01 level of confidence (2.58)

Table II

Means, Mean Differences and Z Statistics
For
Second and Third Test Administrations (N=90)

	$\bar{Y}$ (4-20-68)	$\bar{Z}$ 6-7-68)	Mean Difference	Z Score
Time Competent	16.200	16.688	0.488	1.577
Inner-Directed	80.666	83.844	3.400	3.807**
Self-Actualizing Value	19.200	19.599	0.311	1.229
Existentiality	18.888	20.788	1.900	4.960**
Feeling Reactivity	14.444	15.711	1.239	4.428**
Spontaneity	11.077	11.477	0.391	1.458
Self-Regard	11.744	11.755	0.011	0.048
Self-Acceptance	15.800	16.044	0.243	0.584
Nature of Man, Constructive	12.100	12.244	0.144	0.735
Synergy	07.044	07.311	0.267	1.963*
Acceptance of Aggression	15.155	16.155	1.000	3.289**
Capacity for Intimate Contact	17.377	18.400	1.022	3.109**

*.05 level of confidence (1.96)
**.01 level of confidence (2.58)

Table III

Means, Mean Difference and Z Statistics
For
First and Third Test Administrations (N=90)

	$\bar{X}$ (7-17-67)	$\bar{Z}$ (6-7-68)	Mean Difference	Z Score
Time Competent	15.410	16.688	1.277	4.093**
Inner-Directed	76.488	83.844	7.355	6.632**
Self-Actualizing Value	19.233	19.59	0.277	0.930
Existentiality	16.700	20.788	4.088	8.680**
Feeling Reactivity	13.455	15.711	2.255	6.443**
Spontaneity	10.144	11.477	1.304	1.429
Self-Regard	12.066	11.755	-0.304	-1.134
Self-Acceptance	14.922	16.044	1.12	2.731**
Nature of Man, Constructive	12.077	12.244	0.167	0.807
Synergy	06.744	07.311	0.566	3.085**
Acceptance of Aggression	14.422	16.155	1.733	5.219**
Capacity for Intimate Contact	15.866	18.400	2.533	5.796**

*.05 level of confidence (1.96)
**.01 level of confidence (2.58)

MINNESOTA TEACHER ATTITUDE INVENTORY

The Minnesota Teacher Attitude Inventory is "designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation."[1] The inventory was administered to 146 participants at the beginning of a sensitivity training program in July, 1967.

Minnesota Teacher Attitude Inventory

		Mean	S.D.	P.R.
Entire Group	(N-146)	30.13	37.34	57[2]
Princ. & Super.	(N-40)	34.83	34.55	60[2]
H. S. Teachers	(N-42)	36.33	32.46	60[2]
Elem. Teachers	(N-64)	23.28	37.39	35[3]

NOTE:
1. Many of elementary teachers had less than 4 yrs. college.
2. Test publishers norms for secondary teachers
3. Test publishers norms for elementary teacher with 4 years training in systems of 21 or fewer teachers.

Results indicate average to above average attitude level as compared with national norm groups for all groups except the elementary teacher group. The latter group did not display attitudes generally characteristic of the norm group. Standard deviations or variance in scores were generally similar to norming groups.

The test designers report: "It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something

to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterized the class.

"At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes in classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do."[2]

[1]Walter W. Cook, Carroll H. Leeds and Robert Calles, Minnesota Teacher Attitude Inventory (New York: The Psychological Corp., undated), p. 3

[2]Ibid.

Testing of program participants prior to sensitivity training revealed about average functioning on the Personal Orientation Inventory which is a measure of self-actualization. Results of the Minnesota Teacher Attitude Inventory revealed generally above average attitudinal level with the exception of the elementary teachers which fell well below national norms of those said to hold adequate attitudes toward their profession, the students, and school. A correlational analysis revealed good positive correlation between M.T.A.I. results and P.O.I. scales related to Time Competence, Existentiality, and Inner Directedness.

A post-test on the P.O.I. in April 1968 revealed generally significant improvement in factors related to self-actualization and to those scales that are correlated fairly strongly with the measure of good teacher attitudes M.T.A.I. administered in July, 1967. A sample of 51 elementary teachers revealed improved progress toward self-actualization in spite of lowered scores initially. This sample group did not reach the functioning of the larger group, although they were not greatly different except in rigidity of values.

It might be concluded that improvement in functioning was fairly general and statistically significant beyond chance factors. Significant improvement was noted on those scales closely related to good teacher attitudes. Only the elementary teacher group failed to improve significantly in flexibility of application of values which was highly correlated to good teacher attitudes as measured by the M.T.A.I.

Submitted by John N. Flanders
May 1, 1968

TABLE IV

Correlation Between P.O.I. Scales and Results of Minnesota Teacher Attitude Inventory, July, 1967 (N=129)

P.O.I. Scale	Correlation with M.T.A.I.
Time Competent	.47
Inner Directed	.37
Self Actualizing Value	.31
Existentiality	.42
Feeling Reactivity	.18
Spontaneity	.18
Self-Regard	.14
Self Acceptance	.28
Nature of Man, Constructive	.17
Synergy	.18
Acceptance of Aggression	.12
Capacity for Intimate Contact	.31

Results from Table IV seem to indicate that the Time Competent, Inner Directed, and Existentiality scales are rather closely related to effective teacher attitudes as measured by the M.T.A.I.

Guidance and Counseling in the Lower Grades

Project Upper Cumberland

Annual Evaluation: Elementary and Junior High Guidance Program

June 28, 1968 John N. Flanders, EdD.

PROJECT UPPER CUMBERLAND

Annual Evaluation: Elementary and Junior High Guidance Program

Any evaluation of guidance services is difficult in that changes effected in students and school programs develop slowly and over a long period of time. Effective tools to measure such change have not been perfected at this time. Evaluation of the Project Upper Cumberland guidance program is therefore based upon the effectiveness of the counselor in attaining the goals set for the program. Effectiveness, for the purpose of this evaluation, is based upon counselor verbal reports, statistics regarding the activities of the counselor, case studies, and studies the counselors have completed in their self-evaluation of their program. In addition, the results of a classroom teacher opinion survey regarding the counseling program was made available for review.

A school guidance program should be an integral part of the total educational effort. The counseling phase of a guidance program should be directed toward an increased self-responsibility and an increased maturity in decision making on the part of the student. Goals and objectives for the elementary and junior high school guidance program were established and defined in the Project Upper Cumberland application for funding dated January 15, 1967. (Appendix I) These established goals were extremely inclusive, extensive and sophisticated having been derived apparently from numerous professional sources. Any guidance program

acheiving the set objectives would be nothing less than an outstanding model program.

Prior to the beginning of Project Upper Cumberland, the Sycamore Elementary School had no counselor. The junior high school had one counselor who was required to serve more as an assistant prinicipal. Seven counselors were provided by the Project Upper Cumberland. One of these counselors with previous experience was to serve as guidance coordinator. The other counselors were experienced as teachers and had recently completed professional training as counselors (Masters degree program). Two counselors were assigned to Sycamore Elementary School, one primarily responsible for working with levels 1-3 and the other with major responsibility for grades 4,5, and 6. Four counselors and the coordinator of guidance were located at the junior high school. Both of the schools are rather old and have not experienced much change over the years. Students are primarily from low income families that characterize the area. Families place little emphasis on the need and applicability of an education, an attitude which is reflected in the children's lack of interest and commitment to study.

The counselors were not accepted at the beginning of the year by faculty members in that they had been brought in and set up as a group--superimposed on the existing structure. Lacking experience in defining their role, the counselors required an extended period of time to adjust to their new jobs and to begin to communicate effectively with teachers. Toward the end of the year communication had been tremendously improved.

All of the goals and objectives as set fourth in the program proposed (Appendix I) have been implemented to some degree thus making the guidance program the model for which it was designed.

PROGRAM STRENGTHS

1. Counseling Service: All of the counselors are spending a great majority of their time in individual and group counseling with students. Appendix II shows statistical breakdown of counselors contacts. Problems ranged from academic to personal concerns. A few case studies prepared by the counselors may be reviewed in Appendix III.

2. Information Service: Each counselor has available in his office a complete career information guide. In addition, other more complete career information files and career references are centrally located for use by counselors, teachers and others desiring more complete information regarding the world of work. The Science Research Associates, Chronicle Guidance Series and Career, Inc., series of career information which is in use is the most complete and up-to-date material available.

3. Orientation Service: This service has proved to be one of the most effective aspects of the guidance program. A Student Handbook (Appendix IV) was provided for grade school students that would enter the junior high from the several feeder schools. In addition, counselors conferred with teachers regarding problems of adjustment to new situations and to proper dissemination of useful information to students. Junior high counselors talked with groups of elementary school students in their own schools, and they provided these students guided tours and individual conferences in the junior high. This orientation program extended to all feeder schools. Elementary counselors worked closely with the program also, and in addition provided an orientation within their own school to ease the transition from the ungraded first three years of school to the graded 4th through 6th grade division. Even though there was no change

to another school building, the students greatly appreciated the opportunity to know their school better, and to feel that they are an important part of the school program. Junior high counselors worked closely with the high school counselors, teachers, administrators and their students to acquaint all concerned with transitional problems. Students were given detailed information on course content, areas of emphasis, and career planning was initiated.

4. Placement: Counselors at the junior high school have had moderate success in placing students in part time work through cooperation with the local Employment Security Office. Counselors feel a need for and are searching for more sources of employment for their students not only for economic need but to provide the students with a perspective of the world of work. Many of the students see little reason for academic work as well as career specialization. Maybe this work will prevent them from getting bored with routine academics to the point where they might drop out of school.

5. Evaluation: Counselors keep records regarding the types of contacts they make each day. (Appendix II) In spite of a very heavy schedule of personal counseling, the counselors have also completed studies on dropout rates (Appendix V), surveys of typical student concerns (Appendix VI & VII) and case studies. (Appendix III) In addition to these studies which would demonstrate the needs and the effectiveness of the guidance program, the counselors have had professional consultants working with them throughout the year. They have utilized their personnel to a great degree in program planning, problem solving, and evaluation. In addition they have called on many other professionals to work with them on particular problems and projects.

6. Professionalization and Ethics: Counselors have maintained high professional and ethical standards. They regard student confidence to a high degree, although they will discuss cases and make referrals to community medical and mental health agencies. Counselors have been active in the local personnel and guidance associations and local P.T.A. and inservice meetings.

7. Public Relations and Visibility of Guidance Program: There was some resentment of guidance personnel early in the school year in that teachers suspicioned the number of counselors, the guidance facilities and the publicity given the program. Counselors, themselves, were somewhat responsible for their attitude as they remained aloof from the general faculty for a period of time. Part of this attitude was the result of a lack of knowledge of their role as counselor. Only one of the counselors of the seven in the program had had pervious counseling experience, and he had not had a great deal of individual student counseling experience. By the end of the year this situation had improved immensely, and communication between counselors and teachers seemed quite effective. Counselors were losing their defensiveness and assuming a professional role and teachers began to see effects of the guidance program in their classrooms. An external view of the guidance program was initiated at the county level that asked teachers to mark 19 items of a Classroom Teachers Opinion of the Schools Counseling Program. A copy of this instrument is included as Appendix VIII showing results of 35 teacher-respondents at the Junior High School. Appendix IX shows results of 8 teachers respondents at Sycamore Elementary. Results of the study at the junior high school are quite positive indicating an awareness

of and an acceptance of the program at the end of the year. Results of the study at Sycamore Elementary are not as positive with teachers pretty well split in their opinion of the value and characteristics of the guidance program. A more effective teacher-relations program is planned for the coming year. All counselors have spent considerable time in parent conferences and have made more visits to confined students and parents. Parents, students, and school administrators accept the program to a very high degree.

RECOMMENDATIONS

The initial year program appears to have made an outstanding contribution to students and to the school systems. Beginning any new program is difficult especially with counselors having no professional counseling experience. The goals and objectives set up in the project proposal are exemplary. The program should continue to strive to meet these objectives as it has so admirable done to date.

1. Professionalization: Counselors have been aware of professionalization and have been active in local professional activities. It is strongly recommended that each counselor become a member of the American Personnel and Guidance Association and at least one branch--The American School Counselors Association. Attendance and contribution to local and regional organizations have been evident and should be continued and extended by active participation in the national guidance organization meeting if possible.

It is further recommended that counselors tape occasional counseling sessions in order that such tapes might be evaluated for the personal professional growth of the counselors. Evaluation might take the form of

individual listening by the counselor or by occasional professional consultation regarding counseling skills and techniques.

2. Staff Meetings: Counselors have worked individually and in informal pairs and triads. Calls for staff meetings by the coordinator of guidance services generally have gone unheeded. Thus the coordinator has difficulty in communicating to the faculty and general public about the status of the program at any given time. He is also unable to feed back information from faculty, administrators, and parents to the counselors in the program unless he contacts each individually. It is recommended that staff meetings be held weekly or for a two hour period twice a month. This will allow time for coordinated program planning and evaluation. Case studies or tapes of counseling sessions could be presented to enhance progessional growth. The coordinator could more adequately represent the group. Counselors could receive "feedback" from the coordinator which would give them a better overview of their contribution to the total educational program. In their push for professional and personal growth, the counselors have somewhat neglected the total purpose or institutional purpose within which framework they are employed.

3. Physical Facilities: Offices at the junior high school are visually private, but not as soundproof as desirable. A suspended ceiling or other sound deadening material would seem desirable. Counselors at Sycamore Elementary have only small movable partitions and room dividers between them and also separating the reception-reading rooms. No real privacy is available at Sycamore Elementary School for individual counseling, parent conferences, or teacher conferences, or individual testing. It is recommended that temporary partitions of sound-proof material be constructed at Sycamore School to assure privacy of conferences.

4. Intra-Institutional Relations: Knowledge of the guidance service has been emphasized well during the past year. More work is recommended in providing a more accurate picture of guidance services for teachers through in-service training programs organized by the guidance service. Then if teachers are given an opportunity to discuss their needs and their students' needs, a new channel of communication will be opened.

A "guidance committee" or similar unit should be set up involving students, counselors, teachers, and administrators in program planning. This committee would insure a comprehensive program of guidance service in which all of the school personnel would be involved, thus preventing guidance services from becoming an ivory tower or separate entity within the school plant.

5. Tests: A more complete file of tests should be provided at each school. Quantity need not be great as the county provides materials for the standardized testing programs which they direct. A test file would provide additional measures on individual cases where more information would be desirable. Manuals for all tests, including county sponsored tests, would provide counselors interpretive information to share with teachers, students, and parents when needed.

At least two specimen sets (per school) of all tests appropriate for the included grade levels would seem sufficient. Areas should include interest, personality, adjustment, aptitude, and ability tests.

The test file would also allow the total counselor group to make more positive suggestions to groups organizing county wide and area wide testing programs.

6. Evaluation: Continued evaluation of progress in reaching goals

and objectives is recommended. Especially recommended would be measures of student attitudes and problems, measures of student perception of guidance services, further measures of teacher sensitivity to guidance programs, and follow-up studies of students who have benefited from one or more of the guidance services.

It is strongly recommended that each school be provided a guidance counsultant as needed throughout the year, and that a total program evaluation be repeated at the end of the next school year.

7. Career Information Resources: It is recommended that local business, professional and industrial personnel be used as referral sources or as resource speakers for school programs and classroom curricular units on careers. The use of such a resource may make academic learning more practical, relevant, and real in the eyes of the student.

Selected Appendices to Guidance Evaluation

STUDENT DROPOUT REPORT

COOKEVILLE JUNIOR HIGH SCHOOL

FOR SCHOOL YEAR 1966-67		FOR SCHOOL YEAR 1967-68	
7th Grade	3	7th Grade	2
8th Grade	13	8th Grade	3
9th Grade	19	9th Grade	11
Total	35	Total	16

Summary of 1968-69
Title III ESEA Guidance
Activities*
Project Upper Cumberland

I. Interviews with:	
A. Individual children	3,445
B. Groups of pupils	1,547
C. Parents at home	529
D. Parents at school	348
E. Parents by telephone	536
F. Parents other places	37
G. Other relatives	62
H. Resource persons	99
II. Conferences with:	
A. Principal	341
B. Teachers	876
C. Attendance teacher	170
D. Other school personnel	187
E. Social agencies	81
F. Pupils on schedule changes	326
G. Consultants (groups)	221
H. Consultants (individuals)	152
I. Telephone	325
III. Correspondence and reports:	
A. Summaries	160
B. Memoranda	543
C. Case histories	176
D. Letters	619
IV. Meetings:	
A. Staff	138
B. In-service	144
C. Committees	90
D. Others	79
V. Allied activities:	
A. Assisting sick pupils	263
B. Free lunch investigations	75
C. Talks and study groups	79
D. Tests administered	1,856
E. Cumulative records kept	1,141

* Figures are totals of those furnished by individual counselors at Cookeville J.H.S. and Sycamore Elementary School.

Cultural Arts Program

(The second and final reports of visiting teams are included. Preliminary reports, based on initial visits, were included in the Project Upper Cumberland Request for Continuation Grant.)

ART TEAM - - VISITATION
PROJECT UPPER CUMBERLAND

On May 5, 1968, a team of four specialists in visual arts education made a second visit to three public schools of Crossville. The team consisted of:

1. Dr. D. J. Irving, Chairman, Department of Art, George Peabody College for Teachers;

2. Mr. James Gentry, Art Teacher, Metropolitan Nashville Schools;

3. Miss Jean Coleman, Art Supervisor, Metropolitan Nashville Schools;

4. Mrs. Reba Bacon, Associate Professor, Art Education, Tennessee Technological University.

This visit was a follow-up to the initial visit of January 30, 1968. Its purpose was to observe developments in the visual arts education area of Project Upper Cumberland at Crossville, funded under Title III of the Elementary and Secondary Education Act of 1965. The team was primarily concerned with the progress of the program during the three months since its last visit and the implementation of recommendations made at that time.

The program appears to be functioning extremely well in most areas and progress is evident in the acceptance of it, by teachers and administrators, as an integral part of the curriculum. It is clear that if the program were not to be continued it would leave a void of significant proportions in the effectiveness of the total school endeavor.

Uneven progress was noted in the following instances:

A. A resignation of the Junior High Art Teacher has curtailed developments in the program at that school.

B. The inflexible schedule at the elementary school has limited to a large degree the experimential potential of the program there and limited the contributions that the art teacher could make as a consultant and resource person to general classroom situations. Integration of the art program in the elementary clasroom and collaborative projects between art and other subject matter areas are not able to develop to the optimum when there is insufficient time allocated during the normal daily schedule.

C. Progress of the program at the high school is exceptional. Advances in nature and content of courses, influence of the art program extending into other areas, such as an art literary magazine soon to be published, and projected enrollments indicate a readiness to enter the next phase of programming. The next phase would include one or two specialized courses and the facility and equipment necessary to offer them.

The following observations and suggestions are a summary of the views expressed by team members. They are offered for consideration in future planning and program development:

I. The cooperative attitude among members of the art staff on the project is clearly evident. It is felt that this cooperation could be enhanced by assigning a leadership role to one member of the team whose responsiblity it would be to call meetings and organize resources to accomplish the following:

1. The ordering of materials and equipment could be managed more effectively if the three schools were to combine their orders and pool information on supply sources.

2. After a successful year during which the major effort has

been that of establishing a program, it appears that this is the appropriate time to develop a curriculum outline. The curriculum could be developed around the unique aspects of this program, provide for experimental approaches to the teaching of art, deal with the sequence - elementary through high school- scope and diversity of planned art experiences and serve as a guide for elementary classroom teachers and administrators. Such a document, evaluated and revised during the life of the project, could be extremely helpful to other school districts interested in establishing an art program.

3. Sufficient time during the summer must be devoted to curriculum design, ordering supplies, proposing schedules and exploring cooperative ventures with music and drama. The team felt it would be important to include the new staff member in such planning.

II. The project holds great potential for a combined humanities approach which needs to be explored. Collaborative efforts among drama, music, and the visual arts need to be developed. For example, music, art and drama specialists might establish a series of lectures, visual presentations and demonstrations around a period such as the Renaissance, or a comparative analysis of the expressionistic periods in each of the three areas. Poetry readings, artist craftsmen demonstrations (throwing on a potters wheel) experimental music performances (electronic) are possibilities for helping students see what is involved in making art and performing in the arts. Innovations such as team teaching, core programming and multimedia persentations should be explored.

III. Effective communication with principals and scheduling personnel needs to be developed so that some of the mechanical problems of scheduling can be worked out. Student teacher ratios are high, but

some of the problems of numbers could be overcome with more flexible and innovative scheduling patterns. For example, there are some activities (slide lectures, demonstrations) in which one teacher could meet with 100 or more students and there are other activities which might require a teacher to meet with four or five students. There are some groups (first grade with limited attention span), which might function better with a 20 minute period and others that would benefit from larger blocks of time less often. It is clear that holding to the standard 40 or 50 minute period is a severe limitation.

IV. Informing the community and P.T.A. groups of the quality and value of this program is a necessity. A number of activities involving community groups have been accomplished and others are planned. If funds for the purpose of informing the public through newsletter or brochure could be made available, it would be a very valuable expenditure in enlisting community support for the continuation of the program after the grant period is over.

V. The team felt it necessary to repeat, with emphasis, the observation that the limited physical facilities particularly in the elementary school seriously hamper the model program. Major consideration should be given to the acquistion of a building or space adjacent to the school to provide suitable housing for the program.

Achievements of the art program in the schools of Crossville are impressive, but the potential for future development, now that initial stages have been soundly established, is even greater. Viability of the program and future growth, however, are dependent upon flexibility, innovative planning and physical plant.

Report of Drama Section

Cultural Arts Program
Project Upper Cumberland
Crossville, Tennessee

by
Barbara M. McIntyre

Introduction

This was the third meeting with the staff of the Drama Section of the Cultural Arts Program in Cumberland County. The first was an overall evaluation of the program on February 23, 1968. Following that meeting a complete report was submitted to the Director of the program and other interested persons. Several suggestions were made, one of which was that the three teachers, Barbara Kuess, Mary Crabtree, and Eileen Sims, come to Evanston, Illinois to observe the on-going drama programs in Evanston School District #65 and Evanston Township High School. The second meeting was held in Evanston, Illinois on April 8 and 9, when this planned observation took place. At that time there was an opportunity for a great deal of informal discussion between teachers and consultant and the supervisors of Drama in Evanston. The Crossville teachers were able to observe several different teachers in action and were able to discuss with them their methods and procedures. The third meeting took the form of a brain-storming session on plans for the 1968 summer session. The following is a brief summary of the plans suggested at this session.

Summer Program - 1968

After a brief discussion with the director of the summer

program it was decided that the drama staff could cooperate best in the Teaching Improvement section of the summer session. It was suggested that this cooperation could be brought about most meaningfully in the following manner and time table.

I. June 10 - June 28. The drama staff would work with the 25 teachers in the T.I.P. program for one hour each day. These fifteen one-hour sessions would be conducted as a workshop in theatre. Active participation would be sought as the teachers themselves progress through the stages of dramatic activity.

First week - Sensitivity to environment, movement, pantomime, rhythm

Second week - Characterization

Third week - Dramatization, development of dramatic elements and construction of dramatic form

II. July 3 - July 14. The drama staff would attend the workshop at Peabody University under the direction of Miss Rita Criste.

III. July 15 - July 29. During this time the drama staff would work directly with the children in the summer session. They would cooperate with the T.I.P. members who had participated in the first three weeks' activity. Together they would correlate the activities of the children and the teachers.

It was hoped that in this way both the teachers and children involved would be given maximum opportunity to benefit from the guidance of the drama staff. It was further believed that the drama staff would be learning through the summer experience just how to develop and expand the program begun in this past school year.

Facilities for 1968-69

During the third work session the High School principal joined our discussions. Mrs. Sims was most concerned about the need for space in order to conduct a theatre arts program. It was decided that a large room without chairs would best suit the needs of the program. Discussion concerning the advisability of constructing a series of screens and movable step parallels was discussed. The need for simple light equipment with flexible color arrangements was stressed. The need for developing a treasure chest of material props and pictures was also discussed. All of these are relatively inexpensive and would add greatly to the development of the whole program.

Summary

Although I have been working with this group for only a short time, I am greatly impressed with their enthusiastic interest in all its aspects. This is a real team effort. With the cooperation and support of the school administration and the director of the Cumberland County Playhouse I can see this project developing into the hoped-for "innovative and exemplary" program which initiated its beginning. I hope that it will continue at its present speed and be evaluated as one of the outstanding Title III projects.

Music Evaluation

July 1, 1968

This report is based on observations made during two visitations made to three Crossville schools--one in February and one in May, 1968. The teachers observed were Mrs. Jane Swan, who is teaching in grades one through five, Mr. Steve Wheaton, Junior High, and Mr. David Carter, High School.

The three schools in Crossville, Tennessee, selected for the federal pilot program in music are typical schools populated by typical children found in this area of Tennessee; that is to say, that, by and large, the children have had no experiences in music provided either by the schools or by their parents. Therefore, the program was begun with this in mind---that an appreciation for music was of primary value and that the skills in music would, in the natural course of events, follow if high interest could be stimulated and maintained. The extent to which this end was acheived is remarkable. For the most part, the children, particularly in the Elementary and Junior High Schools, were most interested in music and showed definite progress in their grasp of what was presented.

Mrs. Swan is very much concerned about giving children who have had little or no contact with music many and varied experiences. She has and uses all the standard rhythm instruments, autoharps, a record player, and the new text published by the Follett Publishing Company, Discovering Music Together.

Mrs. Swan has an extraordinary appeal to elementary children and it was very apparent during both visits that the children were learning not only about music but also to love it. There has also been positive response from the classroom teachers, who are beginning to evince an interest in providing meaningful projects in music for their children. Mrs. Swan sees each class only once a week which is not sufficient, but, regardless of this fact, the children are progressing. One other drawback is the lack of a room for music. She must meet classes either in their rooms, wheeling a cart with her materials, or in the cafeteria, a noisy, heavily trafficed area hardly condusive to any class activity. If a room could not be provided for Mrs. Swan, it would seem feasible to then schedule her classes so that she would teach the same grades using the same materials in sequence rather than wasting time changing materials between every lesson taught.

During our observations, Mrs. Swan provided the children with experiences in rhythm, use of melody instrument, autoharps, singing, listening, and creative activities.

Mrs. Swan's work is most worthwhile for she shows promise of becoming, because of her interest, sincerity, and warm manner with children, an outstanding elementary music teacher. Her work could be furthered and benefited by wiser scheduling of classes, a system of meeting classes more than once a week, and a room for music, to be used at least by upper grades.

In observing Mr. Wheaton, the Junior High teacher, we found a young man who had just graduated from college whose field in music is piano. He frankly stated, and rightly so, that his chief aim for the year was to get the children interested in music. He has succeeded very well, for these children, most of whom have had no music, "sing up a storm". It was very interesting to note that boys and girls alike enjoyed singing "Where You Walk" by Handel and "My Love's an Arbutus" both beautiful songs but of a type that children in more sophisticated areas would shun. Work was done also with autoharps and rhythm instruments both of which the children thoroughly enjoyed. It is my opinion that Mr. Wheaton uses the piano too extensively and could begin to call the children's attention to improving the quality of their singing for while they are enthusiastic the result often times is quantity not quality.

Mr. Wheaton has collaborated with the director of the Cumberland Playhouse in writing a musical revue. Many of his students appear in this original musical and it is obvious that they think highly of him and through his efforts, music.

Mr. Carter at the High School is one of two music teachers, the other being the band director, a regular position on the faculty.

Mr. Carter was handicapped at the beginning of the year by the lack of a room and devoted his time to correlating music with English. Since assigned a room he has evolved a general music or music appreciation type course. During our first visit a small class was studying instruments of the orchestra with film strip and record. On our second observation use was made of the Bowmar Music Appreciation records with accompanying test sheets. The students were interested in the material presented but it seems unfortunate to me that the approach to providing experiences for children with little skills in music did not include a more active participation in music itself.

The program was acheiving success in that students were being reached who would not fit into the regular band program.

This program is providing children living in an isolated community experiences in the Arts that are taken for granted in other sections of this country. In evaluating the first year's progress it is my opinion that a real appreciation for music has begun in those children to whom music would have been virtually unknown.

Mrs. Mary Wattenbarger
Tennessee Technological University

July 1, 1968

In February, and again in May, 1968, I visited the Elementary, Junior and Senior High Schools of Cumberland County (Crossville) in order to observe a pilot program in music, art and drama sponsored by the Federal Government for a three year trial period. The following comments are offered after observing instruction in music at each level, after discussion with the teachers employed in the program, and also discussions with other members of the team making the visit.

In all three areas (music, art and drama) instruction was most adequate. In music, instruction at the elementary and junior high levels was perhaps better organized and involved the students more actively than that at the senior high level. I don't think I have ever seen, however, more nearly total participation on the part of a class.

According to school administrators, there has been for some reason this year a marked decrease in both school drop-outs and absenteeism. The principal of the junior high school thinks the main reason for the increased interest in school on the part of students is the pilot program in the arts. Students seem to readily and eagerly accept music as a normal and enjoyable part of the academic program.

Perhaps greater success could be achieved by more coordination in instruction and experiences between all phases of the project. This should include coordination of efforts in, for example, music from the elementary through the secondary schools, and also more integration among the spearate areas of music, art and drama.

The impact of the pilot music project on the total academic program will probably not be known for several years. From all observations, I would expect it to be most successful and to exert a positive influence on the lives of these children. This prognosis is made not only because of the dedication and skill on the part of the music teachers involved, but also because of a firm belief in the value of such a program and the necessary support resulting from this belief on the part of school administration.

Perhaps after the termination of this three year pilot project, the results will be obvious and indicate to the local community the value and necessity to continue the program.

Dr. James Wattenbarger
Professor of Music
Tennessee Technological University

I. (b) For planning activities, attach one copy of the results of the planning.

Not applicable in report on operational activities.

II. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

A. Sensitivity training for teachers--As indicated in the preceding evaluation, the first year's in-service participants, as a group, showed an ability to benefit from sensitivity training by moving toward self-actualization, self-reliance and openness to change, to a greater extent than program planners had hoped for. There was only minimum resistance toward this radical departure from traditional forms of in-service training. There was a degree of healthy skepticism at first, but by the end of the year almost all participants could see some value in a humanistic approach to in-service training and some were enthusiastic boosters of the program. An unexpected by-product was the way many teachers adopted varying forms of small group work as supplements to regular teaching methods. Apparently, some had not previously considered the possible advantages of dividing a classroom into several groups, arranging chairs in circles for discussion, or letting students participate in such matters as deciding on classroom discipline. A disappointment was the failure of elementary school teachers to make the same personal gains as the entire group, including high school teachers and administrators. (See Dr. Flanders' evaluation.) The apparent inability of some psychologists who served as trainers to relate more to school problems of participants may have been a disadvantage, and the per-person cost of the program will prohibit most local systems from using sensitivity training extensively unless local leaders can be adequately trained to head T groups.

B. Guidance and counseling in the lower grades--The greatest achievement of the counseling program was dramatically reducing the number of dropouts at Cookeville Junior High School. (See appendix to evaluation.) Cutting the dropout rate by more than half illustrates the value of a well-staffed counseling program in junior high school. It also points up the value of letting counselors counsel and not in effect making administrators, assistant principals, etc., out of them. The resistance the CJHS counselors at first encountered from their faculty was more than expected by the project staff. This may have partly resulted from the counselors' slowness in accepting their role as an integral part of the total school program, which meant accepting extra school duties, etc. By the end of the year, however, there was good acceptance of the junior high counselors by their faculty, more so than at Sycamore Elementary School, to judge from opinion survey of teachers at the two schools (See appendix to evaluation.) The response of students to the counselors was most heartening, and the counseling staff more than answered the sometimes asked question: "How do so many counselors find enough to do in one school?" See the appendix to Dr. Flanders' evaluation for a breakdown of duties performed by the counselors in 1967-68.

C. Cultural arts--Overall response of students to the cultural arts program

was better than expected, both among boys and girls. This was especially true in the lower and middle grades. In high school, art, which was given for credit, attracted 110 students. Music and drama, used as non-credit supplements to other courses, sometimes suffered from lack of direction. This should be remedied in 1968-69, since both are being given for credit, plus art. Faculty acceptance of the new programs was, on the whole, also better than expected, although there were a few teachers who criticized the program for taking time from their regular classroom activities and others who did not wish to observe the cultural arts teachers working with their students. Most teachers were eager to do so, however, since this helped them learn more about methods and materials in a relatively new field. Willingness of the nine teachers to try to involve their entire student bodies, faculties and the public in their activities was encouraging, as was the student and adult response to art exhibits and dramatical and musical programs.

Overall--All three programs suffered to some degree from poor physical facilities. Offices for counselors and cultural arts teachers were established in almost any available space, and at one school, two teachers had an "office" behind a cardboard partition screening a hall corner. Counselors were hampered by lack of sound proofing and privacy for conferences. The Title III ESEA personnel were merely sharing, however, in problems which already existed in badly overcrowded and sometimes antiquated school buildings. Materials and supplies were furnished the two programs mainly from other federal funds, including Titles I and V, ESEA. Tennessee Technological University was generous in providing space for the summer sensitivity workshops but had to meet the needs of its own faculty and student body first. All three components, but especially guidance and cultural arts, were handicapped by lack of time for pre-school planning and briefing of teachers and counselors on Title III ESEA's reason for being. These handicaps resulted from newness of the programs, the fact that the Project's fiscal year did not begin until July 1 (only six weeks or so before the start of pre-school conferences) and that much of the summer was occupied with preparing for and holding the first three-week sensitivity workshop. Given the confusion and indecision usually arising from new programs, the teachers and counselors solved their problems and gave their programs direction in a manner which greatly exceeded expectations. Some confusion arose over the term "exemplary program." Some Title III ESEA personnel felt that, to have such a program, they should have better facilities and materials. Since they worked in systems already financially strained, they were not able to secure all that they hoped for. As the year progressed, the term "model program" came to mean a program which shows what meaningful innovations in education can be achieved in less than perfect surroundings and with what teachers may consider inadequate materials.

The guidance program is well on its way to achieving three of its four objectives: Providing what is, for this region, a model program in guidance and counseling in the lower grades; assisting teachers and administrators in more effective use of pupil data; and giving children more insight into their abilities, especially in relation to the world of work. Promoting research into pupil needs for curriculum development, the fourth goal, has not been effectively realized.

The cultural arts program has exceeded expectations in meeting its goals: Providing a model program in art, music and drama for other schools to study (and for other teachers within the cultural arts instructors' own schools); and providing children and adults with opportunities for creative expression.

The in-service program has more than adequately met its first objective, providing region-wide training, and of a very innovative nature for the Upper Cumberlands, for teachers and administrators. The second and third objectives (involving teachers in identifying and solving pupil problems, and fostering changes in their attitudes towards students where such are needed) have been approached in an indirect way. Sensitivity training has stressed the teachers' becoming more aware of their own feelings and the feelings of others and becoming more appreciative of their abilities and potential and those of others. The instruments used indicate that the teachers involved are becoming less rigid, more willing to enter into an atmosphere of mutual trust with students, to a degree unexpected by program planners. If this proves accurate, then the second and third objectives will have been achieved in a manner which exceeded original expectations.

III. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

Project Upper Cumberland has shown the small school districts of the region that they can work together in achieving educational innovations. Overton County, under an enlightened and aggressive superintendent of schools, took the lead in securing a planning grant under Title III ESEA and in establishing a planning program which led to the present three-year operational program known as Project Upper Cumberland. Eighteen other school systems in 15 counties agreed to participate. Superintendents of all the systems became directors of the project and met quarterly throughout the past year. From these meetings came two other regional programs not sponsored by Title III ESEA: an area-wide pupil testing program to establish, for the first time, norms by which to judge Upper Cumberland school children; and a joint pre-school in-service program, in which resources would be pooled to attract qualified specialists in different subject matter fields. The testing program began in September, 1968, and pre-school conference is scheduled for the fall of 1969.

The lives of almost 4,200 students have been touched by two programs introduced into the region for the first time, and countless other children may be indirectly affected by attitudinal changes in their teachers brought about by the sensitivity program. Through these programs, the value and attainability of creativity in rural, poorly financed school systems have been demonstrated. A start has been made, in conjunction with other federal programs, at chipping away at the elements of resignation and "stand-patism" which has kept regional education at an inadequate level.

IV. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that cooperated in the project; (2) discussing the results of such cooperation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

(1) & (2)

The guidance and counseling staff has encouraged widespread involvement in the Putnam County program by community agencies. Chief among these agencies and results of their cooperation with the counselors are:

AGENCY	RESULTS
Tennessee Technological University	Furnished consultant services and materials
Juvenile Probation Officers	Shared information about pupils on probation
Welfare Office	Shared information about family problems; helped obtain medical care for needy pupils
Juvenile Court	A pupil was placed in Tennessee Preparatory School rather than a correctional institution for criminals.
Social Security Office	Secured Social Security cards for pupils
Church groups	Secured clothing for indigent pupils
Lion's Club	Secured eye tests and glasses for pupils from low income families
County Health Department	Referred visiting nurse to individuals and families; arranged for X-ray examinations of pupils as required by their jobs; assisted with referrals to crippled children's service
Chamber of Commerce	Disseminated information about the program; furnished business - industry directory to school
State Employment Security Office	Helped students find parttime jobs
Vocational Rehabilitation Service	Secured aid for handicapped child
Regional and local libraries	Obtained books for pupil's vocational interest areas
Hairdressers' Assn.	Styled pupils' hair and stimulated girls' pride in personal grooming

Cooperation between the cultural arts program and community agencies included the following:

Crossville Elementary P-TA	Furnished funds for the Follett Music Book series for grades two through five
Cumberland County Playhouse	Presented to drama program step units and platform for school stage; furnished labor for hanging lighting equipment, costumes and fabrics for use in formal plays. Also loaned a spotlight and space to construct a set and to store flats
Publishing company	Donated $600 for remodeling of art classroom
Art club	Co-sponsored with high school art department showing of a large traveling exhibit, "Tennessee Art Today"
Carter Ink Company	Co-sponsored a touring art exhibit, "Children from Around the World Illustrate the Grimms Fairy Tales"

Cooperation involving the sensitivity training and community agencies included:

Tennessee Technological University	Furnished meeting rooms and food service for summer workshop and that of June, 1968
Cookeville Wesley Foundation	Furnished space for two quarterly meetings of all 150 persons in the program
Cookeville Junior High School	Furnished space for two quarterly meetings of all 150 persons in the program
Overton County Mini-Grant	Cooperated in analyzing test results
Boards of Education in five area counties	Each furnished meeting places for 10 meetings of groups in 1967-68

Local education agencies served by Project Upper Cumberland are city school systems in Oneida and Sparta, Tennessee; York Institute, a special school district; and school systems in the following Tennessee counties:

Bledsoe	Fentress	Overton	Sequatchie
Clay	Jackson	Pickett	Smith
Cumberland	Macon	Putnam	Van Buren
Dekalb	Morgan	Scott	White

There has been no change in the districts served since the Project's initial application.

V. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for such information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

(1) The administrative office of Project Upper Cumberland received 67 written requests for information during 1967-68. Personnel in Crossville and Cookeville received an estimated 500 more, most informal verbal requests.

(2) Thirty-three news releases on the project were mailed from the Livingston office to varying numbers of outlets, including daily and weekly newspapers and radio and television stations in Middle and East Tennessee. A basic mailing list of 32 outlets directly serving the Upper Cumberlands was set up. Local media in Cookeville and Crossville developed several stories on the guidance and cultural arts programs.

(3) Project personnel made 25 talks before civic and professional groups on the program.

(4) A bi-monthly newsletter was begun for educators, governmental and civic leaders, and interested citizens in the Project's area. Five issues were published, with a year-end circulation of over 1,800.

(5) A 15-minute slide-sound show, using 35 mm. color slides keyed to a tape-recorded narration, was completed and shown to several groups in connection with addresses.

(6) Twelve thousand copies of a pamphlet entitled "Questions and Answers About Project Upper Cumberland" were distributed throughout the region.

(7) Project Upper Cumberland is cooperating with two other regional Title III ESEA projects in Middle Tennessee in producing a 30-minute sound, color motion picture on the background of PACE programs and what they are doing in one section of Tennessee. The film should be completed in the near future.

(8) Articles about Project Upper Cumberland have been submitted to three magazines.

(9) Special radio programs on the Project have been broadcast by stations in Cookeville, Livingston and Crossville.

Estimated cost of dissemination for 1967-68 was $3,000. An additional $2,400 was spent for dissemination equipment.

VI. Describe the methods and procedures being developed to carry the project forward without federal support after the designated approaval period.

The Project's first year was mainly devoted to organizing and beginning operations of three new, innovative programs. Officials in Cumberland and Putnam Counties have expressed an interest in continuing the cultural arts and guidance programs after Title III ESEA support ends, even if the programs must be altered to meet realities of local financing. Future of the sensitivity program is more uncertain. Consideration is being given to concentrating the third year's workshop on developing local leaders, who could carry on group work in their local in-service programs.

VII. List costs for the budget period this narrative report covers:

$311,265	Total cost through June 30, 1968
$ 5,393	Total non-federal support
$298,500	Total federal support under Title III, P.L. 89-10
$ 7,372	Total federal support other than Title III, P.L. 89-10